

18 April 2011 at Central Normal School PNth

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Building Comp Strategies to come out
Teaching Reading Comp in resource room
Metacognition - thinking and knowing about writing

What writing is – Do, Think, produce, develop ideas, purpose, audience

What learning in writing is – from writing, through writing

What do good writers do?

Knowing how I am going. What do I do when I am achieving? Or NOT.

If not achieving, what do I do? Then DONG it. Then reflection – next time / differently / what have I learned / student needs / good writing is ???

Encode: phonemic awareness activities. Spelling activities.

What sounds do they not hear? 43

Long vowels, short vowels, soft c, g, hard c, g, digraphs sh, th wh, ca, ai

Phonics – sounds as letters

Orthographical

Various ways sounds can be written

F – f , ff , ph , gh

“or” or, aw, au, awe

A Sound a week

Monday “or” start word

Organize	awesome	author
Order	awful	automobile
Orchestra		
5 words		

Tuesday “or” at the end of of a word

Sore, door, pour, for, four, paw

Aw and or are beginning and ending sounds

Wednesday – timing, dictionary investigation, text sample

Thursday – “or” sound in the middle of words (war) (walk)

Create an “or” class dictionary.

When I come to a word I want to spell, but don’t know how to spell it I can ...

Say it out loud to themselves 2 or 3 times to hear the sounds

How many sounds has the word got, do I hear
Write the first sound, next sound and so on
Read it back
Underline the word

Older kids
How many syllables do I hear?
Write first
Write second etc
Read out loud
Underline

Can I hear a blend, a prefix, a suffix
Can I hear rhyme
Can I think of a word that rhymes
Chunk
Small word inside the word
Do I know a word in this family
Can I hear a long vowel, short vowel, root word, plural

Expectation that they will give it a go.

Connect to Decoding Instruction.
What am I currently doing about this????
How can I improve on this????

Google search sounds in the English language – digraphs
Switch onto Spelling page 29 photocopy and put into planning

“Exploring Language” big book, now out of print – track it down.
Min website – [www.soundsandwords](http://www.soundsandwords.com)

Morphological – rules around spelling taught
Maintenance activities
Suffixes/prefixes// compound words

Vocab = writing
Word families + grammar

Ie table is a noun
Round is an adjective

Do a round the class game – say a noun and ask for each student to say an adjective that goes with this noun.

Use shorthand to analyse sentences into nouns/adjectives/verbs/pronouns/etc. Use a dictionary to check work. Use a table to make worksheets.

Proper nouns – capital
Common nouns

Abstract nouns – names of feelings and emotions
Collective nouns
Pronouns

Synonyms, We had a great time at the beach.

Use a ladder climb to stretch out their comp of synonyms.

Connective words, sequence words, linking words – stdnts need to know these by rote.

Punctuation must be taught.

Ask - What makes writing hard for you?

Writing is all about sentences. What makes quality writing is defined by the quality and variation of the sentences.

Look at Reading/Writing Progressions, about half the progressions are sentence related.

Simple – 4 types – statement, command, exclamation, question

Compound – conjunctions,

Complex – clauses (dominant, subordinate) Dominant stands on it's own, subordinate relies on the dominant, does not stand on it's own, generally separated by a comma.

Get stdnts to practice writing using a set range of sentence structure. Simple, compound, complex.

Change sentence starters, vary length, change adjectives (improve).

Get buddy to sit in on writing lesson for feedback.

Stdnts should be able to annotate their work along the lines of the exemplars.

Interactive writing.

draw a picture. Then write a story. Ie The little boy ran down the path. He was SO excited to see his friend.

+

A big kid came speeding around the corner on his new red BMX bike.

+

etc

=

add in direct speech

Oh dear! He wasn't so excited any more.

3 things that could happen next.

Add similes, adverbs, metaphors. Change sentence structure from simple to compound or complex. Insert paragraphing.

Could create a "Pick a Track" book.

Could add a whole range of visual stuff, diagram, signs etc.

Another example:

It was such a sunny day we decided to go to the park. We collected (stdnts write 5 different things).

"Oh dear! What a disaster", replied

diagram – labeled – mixed genre

3 to 5 sentences of continuous text.

Reader's Theatre..

Choral Reading.

Interactive Writing Prompts

Who was there?

What happened next?

Next thing (you) knew

What happened JUST BEFORE this?

2 people conversation

Learning goal sits above all writing activities.

We went to the beach.

Went – ran, drove, trundled, scootered

Set up a range of laminated learning intentions and planning formats (mind maps, hamburger, story web) for students to use on a daily basis.

Knowledge of learning in relation to the task – what type of writing task am I learning
– what is the purpose, who is the intended audience, what form will I use

Knowledge of the writing process – knowledge that I need to be able to plan, revise, edit and share my work.

Planning

Visual images – visualization strategy – Senses - What do you see, hear, smell, taste, touch as you read.

Planning sheet

How will I link to my readers prior knowledge?

1 – Question, Have you ever

2 – Subject specific vocabulary

3 -

Help your partner to predict.

Title, opening sentence, illustration, question, speech bubble, ellipse...,

What do I want my reader to learn, know or feel (choose one)

What is first, second etc

What linking words are you going to use?

OR

Could sketch what you will write about.

Order of ideas

1

2

3

Opening sentence

OR Topic specific vocab, OR diagram, map

3 Things I want my reader to know

How I will do this

3 Things I want my reader to feel

How I will do this

Main points

Brainstorm

What to do with others.

Plans – brainstorm

Plan future task

Skill work

- sentence combination activities, partner, independent
- - vocab work
- - structure – vary length 2 sentences, add 2 adjectives
- change 2 sentence starters
- spelling
- Edit and improve
- Mark and improve – use “marking criteria”
- Annotate as per exemplar
- Read/ perform / present writing – advert for their writing or a ‘blurb’

SSW

Publishing

Editing & proofreading